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ABSTRACT

California's Education Transition Center has developed a network of exemplary collaborative transition programs which agree to provide site visitors with information about school, community, and private programs that can improve school-to-adult-life transition services for "at risk" students. This document contains guidelines prepared to assist model visitation sites to: identify and evaluate exemplary programs within their school district's boundaries; set up local visitation networks; coordinate the visitation process; and conduct follow-up assessments of their visitors' plans and actions for implementing changes or improvements in their service areas. A flow chart of major activities outlines the steps involved in establishing a model visitation site. Steps in the flow chart include such activities as assembling an advisory board to examine exemplary programs; screening sites; developing materials to disseminate information about the programs; and visitation screening, planning, and recordkeeping. A total of 33 attachments provide instructions, sample letters, sample questionnaires, action plans, and other guidance for each step's implementation. (JDD)

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GUIDELINES

FOR SETTING UP

A MODEL VISITATION SITE

FOR DEMONSTRATION OF

COLLABORATIVE TRANSITION

Prepared for
The California State Department of Education
Education Transition Center
Sacramento, CA

Developed by
Devi Jameson, Transition Supervisor
Project Director, Local Visitation Network
Richmond Unified School District
San Pablo, CA
and
A-V Communications Company
El Sobrante, CA

February, 1988

EC 211 799

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FORWARD

The California State Department of Education's Education Transition Center is setting up a statewide network of visitation sites for demonstration of collaborative transition. The major objective of this program is the improvement of transition services in the State of California.

"Transition" is defined as the purposeful, organized and outcome oriented process designed to help "at risk" students move from school to employment and a quality adult life. "At risk" students are those who experience barriers to successful completion of school, including individuals with exceptional needs.

Within the State of California there are many innovative and exemplary programs with high rates of successfully transitioning "at risk" students. Through the visitation network, interested parties and agencies can acquaint themselves with the facts, issues, problems and techniques involved in effective, comprehensive, interagency collaborative transition.

A model visitation site is a network of exemplary programs located within a school district's boundaries who agree to showcase their program in the local visitation network and to maintain their standards of excellence. In addition to the programs operated by the school district, the local network should include exemplary programs operated by Local Education Agencies (LEA's), Community Based Organizations (CBO's), Institutes, Private Agencies, and any employer organization or party demonstrating successful transition practices.

The model visitation site provides the visitor with insights into transition. The visitor will not only see exemplary programs in operation , but will have an opportunity to learn about how the program was developed, the barriers encountered, the strategies used to overcome those barriers and how to resolve challenges associated with the continued operation and growth of the program.

The visitor will learn about developing a framework for delivery of services K-12; securing administrative support; conducting a needs assessment; quality indicators; transition planning, interagency coordination and communication, follow-up and program evaluation. With the knowledge gained, visitors will be able to strengthen and coordinate education, training and related services to enhance the transition process within their agencies or districts.

To encourage visitors to make changes and improvements in their programs, the Education Transition Center offers partial reimbursement of visitation expenses to visitors who agree to participate in the follow-up process. (Details are presented in Step IX.)

These guidelines have been prepared to assist the model visitation site in setting-up the local visitation network; identifying and evaluating exemplary programs; coordinating the visitation process; and conducting follow-up assessments of their visitors' plans and actions for implementing changes or improvements in their service areas. The guidelines are organized in a step-by-step format with supporting attachments. All of the attachments presented are examples and should be revised as needed. An alphabetical list of the attachments is provided to aid in locating sample forms.

FLOW CHART OF MAJOR ACTIVITIES

STEP I:

ASSEMBLE AN ADVISORY BOARD TO EXAMINE EXEMPLARY PROGRAMS FOR INCLUSION IN THE LOCAL VISITATION NETWORK

↓

STEP II:

SCREEN SITES FOR INCLUSION IN THE LOCAL VISITATION NETWORK

↓

STEP III:

RECONVENE ADVISORY BOARD

↓

STEP IV:

INFORM APPLICANTS OF THE ADVISORY BOARD'S DECISIONS

↓

STEP V:

DEVELOP AN AUDIOVISUAL PRESENTATION ABOUT THE LOCAL VISITATION NETWORK

↓

STEP VI:

DEVELOP A BOOKLET DESCRIBING THE LOCAL VISITATION NETWORK'S PROGRAMS

↓

STEP VII:

DEVELOP A PACKET CONTAINING INFORMATION ABOUT EACH PROGRAM/SITE IN THE LOCAL VISITATION NETWORK

↓

STEP VIII:

ORGANIZE RELEASE OF PROGRAM/SITE PERSONNEL FOR VISITATION ACTIVITIES

↓

STEP IX:

VISITATION SCREENING, PLANNING AND RECORD KEEPING

↓

STEP X:

VISITATION FOLLOW-UP PROCESS

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STEP I: ASSEMBLE AN ADVISORY BOARD TO EXAMINE EXEMPLARY PROGRAMS AND PROMISING PRACTICES FOR INCLUSION IN THE LOCAL VISITATION NETWORK

A. Select members for an Advisory Board if one does not already exist.

Recommendations for composition of Advisory Board (20):

Agency representatives:	10
Participating Employers:	5
Educators:	2
School District Administrator:	1
Parent:	1
Student who has transitioned to employment:	1

B. Set meeting date, time and place.

C. Develop an agenda for the meeting.

Agenda items for consideration:

1. Review the "Transition Continuum" graphic. See Attachment I-1. The Advisory Board should concur on what is successful transition and what elements in the programs/sites have demonstrated successful collaborative transition.

2. Review "Criteria for Selection of Exemplary Programs for Visitation". See Attachment I-2.

3. Review the "Exemplary Program Validation Form". See Attachment I-3. The Advisory Board should determine which items are applicable.

4. Review the "Plan of Action". See Attachment I-4. Generally the "Plan of Action" will be carried out by the Project Director and staff. (See Step II for additional guidelines.)

D. Type up an agenda. See Attachment I-5.

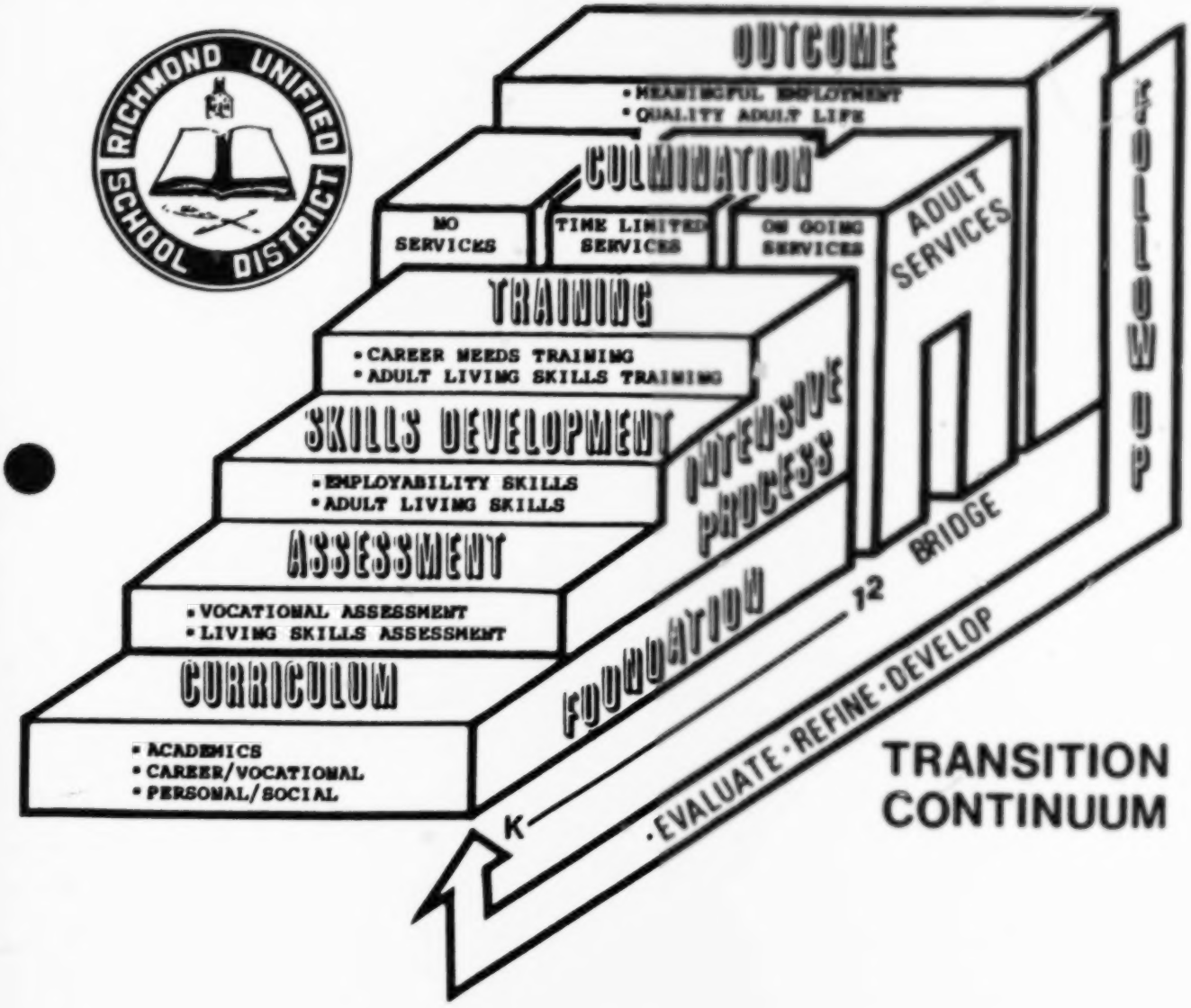
E. Type up a cover letter to Advisory Board members. See Attachment I-6.

F. Send letter and agenda to Advisory Board members.

G. Call members prior to meeting to confirm date/time.

H. Hold meeting and take minutes. Follow agenda closely.

ATTACHMENT I-1
TRANSITION CONTINUUM
GRAPHIC (RUSD)



ATTACHMENT I-2
CRITERIA FOR SELECTION OF
EXEMPLARY PROGRAMS

RICHMOND UNIFIED SCHOOL DISTRICT
SPECIAL SERVICES DIVISION
2465 DOLAN WAY
SAN PABLO, CALIFORNIA 94806
TELEPHONE (415) 724-3230

WALTER L. MARKS, Ph.D.
SUPERINTENDENT OF SCHOOLS

PENDERY A. CLARK
ASSISTANT SUPERINTENDENT
SPECIAL SERVICES

NETWORK OF VISITATION SITES
DEMONSTRATING SUCCESSFUL COLLABORATIVE TRANSITION

Criteria for Selection of
Exemplary Programs for Visitation

1. Program has been in existence for a minimum of three years.

2. Program is not grant funded at visitation time, but is an integral part of LEA/Agency. If program is grant funded, the LEA/Agency must demonstrate a mechanism for continued funding of the program when the grant ends.

3. Program/site has collected data and validated outcomes.

4. Program/site is accessible and willing to participate.

ATTACHMENT I-3
APPLICATION FOR INCLUSION
IN NETWORK - Validation Form

RICHMOND UNIFIED SCHOOL DISTRICT
SPECIAL SERVICES DIVISION
[illegible]
[illegible]
TELEPHONE (415) 724-3330

WALTER L. MARKS, Ph.D.
SUPERINTENDENT OF SCHOOLS

PENDERY A. CLARK
ASSISTANT SUPERINTENDENT
SPECIAL SERVICES

APPLICATION FOR INCLUSION IN THE NETWORK
OF VISITATION SITES DEMONSTRATING SUCCESSFUL TRANSITION

EXEMPLARY PROGRAM VALIDATION FORM

Directions: We appreciate your willingness to give us information about your program so that we may determine how it can best be included in the network of visitation sites. Please include any supporting documentation you feel would help us understand the nature of your program, how it was first implemented, what have been the outcomes and what evidence of its validity currently exists. Please feel free to contact Devi Jameson at 723-5948 if you have any questions.

PART 1:[1]

Name of Program: _____

Basic Nature: _____

_____

_____

When Developed (year): _____

Location of First Implementation: _____

_____

Brief Description of Overall Process of Development and Implementation:

_____

_____

_____

_____

_____

_____

1. Part 1 adapted from Innovation Record Form, Regional Rehabilitation Network Technical Report No. 7 - September, 1984, RRN pub. No. 2-81.

ATTACHMENT I-3
APPLICATION FOR INCLUSION
IN NETWORK - Validation Form

How well has the program succeeded to date?_____

_____

What evidence of its success or validity currently exits?_____

_____

_____

What additional evidence of validity will be gathered in the near future?_____

_____

Has the program been replicated in another location and if so, how did this occur? If more than one replication, indicate how many:_____.

_____

_____

_____

_____

Name and phone number of contact person at any site where program was replicated:_____

What channels does your agency/organization/school customarily use to share your successful program with others in the field of transition?

_____

_____

_____

How would you suggest this program could best be shared with other potential users?_____

_____

_____

ATTACHMENT I-3
APPLICATION FOR INCLUSION
IN NETWORK - Validation Form

PART 2: Please indicate if you have collected data for the past three years on your program in the following areas. The data collected must provide information related to the degree of success and viability of the project. It must also provide information to maximize the possibility of successful replication of the program.

INFORMATION FOR YEARS 1985-1988	DATA AVAILABLE YES	NO	COMMENTS: Include data where applicable
A. Information on Students/Clients:			
Number referred for services			
Intake/referral information			
Number receiving direct services			
Student/Client demographics			
Educational background			
Work experience background			
Assessment results			
Progress in training program			
Progress in educational program			
Attendance information			
Integration into environment			
Follow-up status			
Employment status			
Outcome status			
Other student/client information			
B. Information on Employers:			
Characteristics/demographics			
Collaboration level			
Level of direct service to employer			
Employer satisfaction with student			
Employer outcome status			
Other employers data/information			
C. Information on Program:			
Characteristics/demographics			
Implementation level			
Replication process			
Descriptive materials developed:			
Brochure or Handbook			
Testing Instruments			
Newsletter			
Training manual			
Audiovisual presentation			
Curricula			
Journal Articles, etc.			

ATTACHMENT I-4
PLAN OF ACTION (Site Screening Process)

RICHMOND UNIFIED SCHOOL DISTRICT
SPECIAL SERVICES DIVISION
2465 DOLAN WAY
SAN PABLO, CALIFORNIA 94806
TELEPHONE (415) 724-3230

WALTER L. MARKS, Ph.D.
SUPERINTENDENT OF SCHOOLS

PENDERY A. CLARK
ASSISTANT SUPERINTENDENT
SPECIAL SERVICES

NETWORK OF VISITATION SITES
DEMONSTRATING SUCCESSFUL COLLABORATIVE TRANSITION

PLAN OF ACTION

ACTIONS	TIMELINES AND DEADLINES
Mail applications to potential sites	Start date
Applications due back	Two weeks later
Evaluate applications	Two weeks later
Visit sites meeting criteria	One week later
Prepare summary of site visitations	One week later
Mail summary and copies of application to Advisory Board members along with agenda for next meeting	One week later
Advisory Board reconvenes to select sites for inclusion in Visitation Network	One week later
Notify sites of Advisory Board's decisions	One week later

ATTACHMENT I-5
AGENDA (First meeting of the Advisory Board)

RICHMOND UNIFIED SCHOOL DISTRICT
SPECIAL SERVICES DIVISION
3465 DOLAN WAY
SAN PABLO, CALIFORNIA 94806
TELEPHONE (415) 724-3230

WALTER L. MARKS, Ph.D.
SUPERINTENDENT OF SCHOOLS

PENDERY A. CLARK
ASSISTANT SUPERINTENDENT
SPECIAL SERVICES

ADVISORY BOARD FOR TRANSITIONAL PROGRAMS

June 3, 1987

AGENDA

I. Introductions

II. Project Overview and Discussion: "Coordination of Visitation Sites for Collaborative Transition"

III. Develop Criterion for Selection of Exemplary Programs for Visitation

IV. Identify Potential Sites

V. Develop Plan of Action and Timetable to Screen Sites

VI. Schedule Next Meeting

V. Adjourn

8:30 a.m. - 10:00 a.m.
Rubicon Programs, Inc. Cafe
Y.M.C.A.
3238 Macdonald Ave.
Richmond, CA 94805
Telephone: 234-1270

Devi Jameson, Project Director, 724-5940

ATTACHMENT I-6
COVER LETTER (First meeting of the Advisory Board)

RICHMOND UNIFIED SCHOOL DISTRICT
SPECIAL SERVICES DIVISION
2465 DOLAN WAY
SAN PABLO, CALIFORNIA 94806
TELEPHONE (415) 724-3230

WALTER L. MARKS, Ph.D.
SUPERINTENDENT OF SCHOOLS

PENDERY A. CLARK
ASSISTANT SUPERINTENDENT
SPECIAL SERVICES

May 18, 1987

Name
Agency/program name
Address
City, State Zip

Dear _____,

A breakfast meeting of the Advisory Board for Transitional Programs will be held at the Rubicon Programs, Inc. Cafe, located in the Y.M.C.A. building, 3230 Macdonald Avenue, Richmond, on Wednesday, June 3, 1987, 8:30 a.m. to 10:00 a.m.

The Richmond Unified School District has been selected to participate in the State of California's "Model Sites for Demonstration of Collaborative Transition". The Advisory Board for Transitional Services will establish the criterion for selection of exemplary programs/sites to be included in the visitation network.

You have been invited to serve, or to continue to serve, on this committee because of your knowledge and expertise in this area. Enclosed is the agenda for this meeting. Please R.S.V.P. to my office, telephone 724-5940, by June 1, 1987. If you are unable to attend, please consider sending a representative.

Thank you for your continued support of our programs.

Sincerely,

Devi Jameson
RUSD Transition Supervisor
Project Director, Local Visitation Network

DJ:br
Encl: (1)
cc: Dr. Walter Marks
Pendery Clark

STEP II: SCREEN SITES FOR INCLUSION IN THE VISITATION NETWORK

A. Follow Plan of Action & Timetable suggested by the Advisory Board. Develop a log for implementing the Plan of Action. See Attachment II-1.

B. Prepare a cover letter and "Administrative Information" sheet to be sent to program/site being considered for inclusion in the visitation network. See Attachments II-2 and II-3.

C. Revise the "Criteria for Selection of Exemplary Programs for Visitation" as suggested by the Advisory Board. (See Step I Attachment I-2).

D. Revise the "Exemplary Program Validation Form" as suggested by the Advisory Board. (See Step 1 Attachment I-3).

E. Send application packet to potential programs/sites. Include:
   1) cover letter,
   2) "Administrative Information" sheet,
   3) "Criteria for Selection of Exemplary Programs for Visitation", and
   4) "Exemplary Program Validation Form".

F. Evaluate responses to questionnaires. Identify those programs/sites that meet the criteria established by the Advisory Board.

G. Schedule site visitation of programs/sites meeting criteria.

H. Prepare a "Site Visitation Summary" sheet listing all respondents who met the criteria and date of visitation by Project Director or staff. Include space for comments and recommendations. See Attachment II-4.

ATTACHMENT II-1
PLAN OF ACTION LOG (Site Screening Process)

NETWORK OF VISITATION SITES
DEMONSTRATING SUCCESSFUL COLLABORATIVE TRANSITION

PLAN OF ACTION

LOG

Potential site:	Date Mailed	Date Returned	Date Evaluated	Meets Criteria No	Meets Criteria Yes	Date of Visit
Name of person Agency/organization etc. Address City, CA Zip						

ATTACHMENT II-2
COVER LETTER (To potential site with application)

RICHMOND UNIFIED SCHOOL DISTRICT
SPECIAL SERVICES DIVISION
2465 DOLAN WAY
SAN PABLO, CALIFORNIA 94806
TELEPHONE (415) 724-3230

WALTER L. MARKS, PH.D.
SUPERINTENDENT OF SCHOOLS

PENDERY A. CLARK
ASSISTANT SUPERINTENDENT
SPECIAL SERVICES

June 8, 1987

Name
Agency/program name
Address
City, State, zip

Dear _____:

The State of California Department of Education is currently developing a statewide network of model sites for demonstration of collaborative transition. The Richmond Unified School District has been selected to participate in this model sites program.

The District's Advisory Board for Transitional Programs has established the criteria for inclusion in the network. Using this criteria, the RUSD Special Services Division is in the process of selecting exemplary programs within its boundaries for inclusion in this local network of visitation sites. We invite your agency/program to apply to be included in the visitation network. The visitations will be set up so as to minimize the amount and degree of disruption.

If your program is selected, you will need to:

1. Develop written materials on your program;
2. Make your program available for visitations on preselected dates and times;
3. Be flexible with time during the visitation date;
4. Maintain and expand the degree of program excellence that has been the criteria for selecting your program; and
5. Be willing to showcase your program.

Please complete the enclosed forms and return them to me at Special Services by June 30, 1987. If your project meets the criteria for inclusion in the visitation network, I will be in touch with you to arrange a visit to your program. If you have any questions, please do not hesitate to call me at 724-5940.

Sincerely,

Devi Jameson
RUSD Transition Supervisor
Project Director, Local Visitation Network

DJ:br Encl: (3)
cc: Dr. Walter Marks
Pendery Clark

ATTACHMENT II-3
APPLICATION FOR INCLUSION
IN NETWORK - Administrative

RICHMOND UNIFIED SCHOOL DISTRICT
SPECIAL SERVICES DIVISION
2465 DOLAN WAY
SAN PABLO, CALIFORNIA 94806
TELEPHONE (415) 724-3230

WALTER L. MARKS, PH.D.
SUPERINTENDENT OF SCHOOLS

PENDERY A. CLARK
ASSISTANT SUPERINTENDENT
SPECIAL SERVICES

APPLICATION FOR INCLUSION IN THE NETWORK OF VISITATION SITES DEMONSTRATING SUCCESSFUL TRANSITION

ADMINISTRATIVE INFORMATION

School/Program Name: _____

Address: _____ Phone No.: _____
Street

_____
City State ZIP

Superintendent/Administrator: _____

Address: _____ Phone No.: _____
Street

_____
City State ZIP

Person who is responsible for completion of the "Exemplary Program Validation Form":

Name: _____ Title: _____

Address: _____ Phone No.: _____
Street

_____
City State ZIP

Person completing this form:

Name: _____ Title: _____

Address: _____ Phone No.: _____
Street

_____
City State ZIP

Approved: _____ Date: _____
Administrator's Signature and Title

ATTACHMENT II-4
SITE VISITATION SUMMARY
(Site Screening Process)

RICHMOND UNIFIED SCHOOL DISTRICT
SPECIAL SERVICES DIVISION
2465 DOLAN WAY
SAN PABLO, CALIFORNIA 94806
TELEPHONE (415) 724-3230

WALTER L. MARKS, PH.D.
SUPERINTENDENT OF SCHOOLS

PENDERY A. CLARK
ASSISTANT SUPERINTENDENT
SPECIAL SERVICES

APPLICATIONS FOR INCLUSION IN THE NETWORK
OF VISITATION SITES DEMONSTRATING SUCCESSFUL TRANSITION

SITE VISITATION SUMMARY

APPLICANT	SITE VISIT DATE	COMMENTS & RECOMMENDATIONS
Name of person Agency/organization etc. Address City, CA Zip	7/20/87	Program in existence for 5 years. Easily accessible. Demonstrates strong career preparation. RECOMMENDED
Name of person Agency/organization etc. Address City, CA Zip	7/21/87	Poor administrative support. Program operates part-time. Data collection inadequate. NOT RECOMMENDED

STEP III: RECONVENE ADVISORY BOARD

A. Prepare for next meeting of the Advisory Board:

1. Prepare agenda. See Attachment III-1 for suggested agenda items.

2. Make a copy of the Plan of Action Log, the Site Visitation Summary, and all returned questionnaires for each Advisory Board Member.

3. Locate programs/sites that meet the criteria on a map of the area and make a copy for each member.

4. Mail cover letter, agenda and copies to Advisory Board members at least one week prior to scheduled meeting.

B. Advisory Board reconvenes to evaluate findings and as a group screen exemplary sites and promising practices. Members recommend stable programs/sites for inclusion in the visitation network.

ATTACHMENT III-1
AGENDA (Second meeting of the Advisory Board)

RICHMOND UNIFIED SCHOOL DISTRICT
SPECIAL SERVICES DIVISION
2465 DOLAN WAY
SAN PABLO, CALIFORNIA 94806
TELEPHONE (415) 724-3230

WALTER L. MARKS, PH.D.
SUPERINTENDENT OF SCHOOLS

PENDERY A. CLARK
ASSISTANT SUPERINTENDENT
SPECIAL SERVICES

ADVISORY BOARD FOR TRANSITIONAL PROGRAMS

August 11, 1987

AGENDA

I. Introductions

II. Review applications for inclusion in the network of visitation sites for demonstration of successful transition (enclosed)

III. Review map of site locations (enclosed) - address transportation issues

IV. Recommend programs/sites to be included in the visitation network

V. Conclude meeting

8:30 a.m. - 10:00 a.m.
Rubicon Programs, Inc. Cafe
Y.M.C.A.
3238 Macdonald Ave.
Richmond, CA 94805
Telephone: 234-1278

Devi Jameson, Project Director, 724-5948

STEP IV: INFORM APPLICANTS OF THE ADVISORY BOARD'S DECISIONS

A. Send a cover letter and the "Commitment" form to programs/sites selected for inclusion in the visitation network. See pages 21 and 22 for sample letters.

See Attachments IV-1 and IV-2.

B. Follow-up on the return of the "Commitment" form from any selected programs/sites that have not returned the form within 10 days.

C. Send letter to programs/sites not selected for inclusion in visitation network.

See Attachment IV-3.

ATTACHMENT IV-1
LETTER TO SITE ACCEPTED
INTO NETWORK

RICHMOND UNIFIED SCHOOL DISTRICT
SPECIAL SERVICES DIVISION
3465 DOLAN WAY
SAN PABLO, CALIFORNIA 94806
TELEPHONE (415) 724-3230

WALTER L. MARKS, PH.D.
SUPERINTENDENT OF SCHOOLS

PENDERY A. CLARK
ASSISTANT SUPERINTENDENT
SPECIAL SERVICES

August 3, 1987

Name
Agency/program name
Address
City, State, Zip

Dear _____:

Congratulations!

The Advisory Board for Transitional Services has selected your exemplary program/site to be part of the Network of Visitation Sites Demonstrating Successful Collaborative Transition.

Please have the enclosed form approved and signed by yourself and your supervisor/administrator.

We will be in touch with you soon to discuss this network and your involvement with it.

Sincerely,

Devi Jameson
RUSD Transition Supervisor
Project Director, Local Visitation Network

DJ:br
Encl: (1)

ATTACHMENT IV-2
COMMITMENT TO PARTICIPATE
IN VISITATION NETWORK

NETWORK OF VISITATION SITES
DEMONSTRATING SUCCESSFUL COLLABORATIVE TRANSITION

COMMITMENT TO PARTICIPATE

Program/Site Name: _____

Address: _____ Phone No.: _____
Street

_____
City State ZIP

We, the undersigned, have given consent to participate in the Network of Visitation Sites Demonstrating Successful Collaborative Transition.

We understand the following will be our commitment:

1. Permission to take photographs/slides/video of our program/site;
2. Willingness by participants/students to be observed;
3. Willingness to develop materials describing the program;
4. Willingness to be interviewed and released for this activity;
5. Willingness to allow staff to be released for this activity;
5. Willingness to collect data and validate program outcomes;
6. Willingness to maintain standards of excellence as expressed in the Exemplary Program Validation Form.

Name: _____	Name: _____
Site Person/Operator	Program Supervisor/Administrator
Signature: _____	Signature: _____
Date: _____	Date: _____

ATTACHMENT IV-3
LETTER TO SITE NOT-ACCEPTED
INTO NETWORK

RICHMOND UNIFIED SCHOOL DISTRICT
SPECIAL SERVICES DIVISION
[illegible]
SAN PABLO, CALIFORNIA [illegible]
TELEPHONE (415) 724-[illegible]

WALTER L. MARKS, Ph.D.
SUPERINTENDENT OF SCHOOLS

PENDERY A. CLARK
ASSISTANT SUPERINTENDENT
SPECIAL SERVICES

August 3, 1987

Name
Agency/program name
Address
City, State, Zip

Dear _____:

We regret to inform you that your program/site was not selected to be part of the Network of Visitation Sites Demonstrating Successful Collaborative Transition.

Your program can be categorized under "Promising Practices". However, for the following reasons we were unable to select it for this year.

Since your program has only been in existence for one year it does not meet the criteria of a minimum of three years duration. The data you have collected thus far is impressive but insufficient.

We look forward to re-considering your participation in the visitation network in the future. Thank you for your interest.

Sincerely,

Devi Jameson
RUSD Transition Supervisor
Project Director, Local Visitation Network

DJ:br
cc: Program Administrator

STEP V: **DEVELOP AN AUDIO-VISUAL PRESENTATION ABOUT THE VISITATION NETWORK**

A. Locate a person or company with experience to bid on the production of the audiovisual presentation. Ask to see samples of their work.

Note: The production will require the Project Director to provide an overview or a content outline with suggested visuals for the A-V Producer to develop a first draft A-V script.

Caution: Be careful to keep the product as free from "outdating" as possible.

See Attachment V-1.

B. In coordination with the chosen A-V producer, develop a time schedule for production.

See Attachment V-2.

C. Send out and collect waivers from all participants in programs/sites to be photographed, both students and adults. All of the participants may not actually be photographed, but there needs to be a sufficient number of participants with signed consents to take the shot planned in the script.

See Attachments V-3A and V-3B.

D. Arrange a "shooting schedule" with each program/site that is to be photographed. Advise that the photographic session may be somewhat disruptive to the regular activities taking place. Send program operator a copy of the "shooting schedule".

See Attachment V-4.

ATTACHMENT V-I
AUDIO-VISUAL PRESENTATION -
Proposal

Communications Company

PROPOSAL
AND
SPECIFICATIONS

PROJECT TITLE:	"SUCCESSFUL TRANSITION"
CLIENT:	RICHMOND UNIFIED SCHOOL DISTRICT SPECIAL SERVICES DIVISION
SUBMITTED TO:	DEVI JAMESON, TRANSITION SUPERVISOR PROJECT DIRECTOR, LOCAL VISITATION NETWORK
SUBMITTED ON:	JUNE 12, 1987
SUBMITTED BY:	BETH RAINSFORD PATRICK MCPHEE

1256 Hilaresse Circle, El Sobrante, CA 94803, (415)237-4983

ATTACHMENT V-I (continued)
AUDIO-VISUAL PRESENTATION -
Proposal

AV Communications Company

PROJECT OVERVIEW:

A-V Communications Company (AVC) will be retained to produce an audiovisual presentation about the Richmond Unified School District's transition continuum and collaborative transition process. The presentation will be produced in both a videotape format and a sound/slide format and thus be a flexible tool for presentations to both small and large groups. The videotape may also be mailed to potential visitors prior to their visit to aid the visitor in selecting sites for visitation.

The A-V program will be moderately paced and approximately seven minutes in length. A three-projector format designed for video mastering will be employed to maximize the visual appeal of the presentation as well as the amount of visual information presented.

After the videotape mastering, the program will be re-assembled in a single projector format for automatic slide/sound operation. The slides can also be used for speaker support without the soundtrack.

METHODOLOGY:

SCRIPT: Client and AVC will confer on the overall design of the presentation. Client will provide background information and a content outline as needed. Based on this information AVC will prepare a "first draft" audiovisual script detailing the narrative and accompanying visual sequences.

Client and AVC will review the "First Draft" script and determine needed revisions. AVC will then revise the script to "Production Draft" which will be used to produce the visual sequences.

During the Production of Photography phase the "Production Draft" script may be revised as needed with verbal approval of the Client representative. Near completion of the Photography, AVC will prepare a "Revised Production Draft" script. Client and AVC will review the visuals and script and determine any necessary revisions to the visuals and narrative.

AVC will then prepare the "Recording Draft" script and submit for client review and approval. Once the narration has been recorded, any revisions will incur additional costs not included in this budget.

1868 Kilarease Circle, El Sobrante, CA 94803, (415)237-4923

ATTACHMENT V-I (continued)
AUDIO-VISUAL PRESENTATION -
Proposal

AV Communications Company

METHODOLOGY, continued

VISUALS: Upon approval of the "Production Draft" script AVC will proceed with the production of the visual sequences to script specifications.

1. AVC and Client will review existing slides from Client's archives to determine which visuals are appropriate for inclusion in the presentation. AVC will duplicate selected visuals as needed.

2. AVC will prepare a shot list and provide on-location 35mm slide photography as required. The Client representative will make arrangements for shooting locations, dates and times as needed.

3. AVC will provide all technical photographic services to produce copy slides, title slides, split frame slides, computer generated graphic slides and animated sequences as required.

All master slides will be mounted in Wess glass pin-registered slide mounts to protect against slide damage and maintain critical focus and registration. The visuals will be assembled and sequenced, for client review and approval.

AUDIO: After approval of the "Recording Draft" script, AVC will produce the master soundtrack. All master recordings will be produced at 7 1/2 i.p.s. on 1/4 inch audiotape.

Client and AVC will confer on the selection of a narrator. AVC will manage the recording and editing of the narration as it appears in the approved "Recording Draft" script. AVC will conduct a music search using licenced music libraries. Client will have final approval of the music selections.

After approval of the edited narrative and selected music tracks, AVC will produce a mixed master soundtrack and program the completed soundtrack for synchronized multi-projector operation.

VIDEO: After approval of the completed audiovisual presentation, AVC will manage the mastering of the presentation on to one 3/4 inch U-matic format and one VHS format videotapes. From the master 3/4 inch tape, copies can be made in all desired formats (3/4 inch U-matic and 1/2 inch VHS/BETA).

SINGLE PROJECTOR After completion of the video mastering, the master slides will be assembled for single projector operation. The soundtrack will be dubbed to cassette and programmed for synchronized operation using the standard 1000 Hz advance tone.

1256 Kilcrease Circle, El Sobrante, CA 94803, (415) 237-4923

ATTACHMENT V-I (continued)
AUDIO-VISUAL PRESENTATION -
Proposal

AV Communications Company

PRODUCTION BUDGET ESTIMATES:

PRODUCTION PHASE	COST PROJECTIONS LOW	HIGH
Script Development	1500	1800
Production of Photography	3000	4500
Production of Audio	1200	1500
Expenses: film, processing, narration, studio and music fees, slide mounts/trays	1000	1500
Total Production fees and expenses	6,700	9,300
Production of dissolve format for video	400	500
Supervision of video transfer and master 3/4 U-matic and VHS tapes	325	375
Total Video Production	725	875
Grand Total	7,425	10,175
Less 10% discount on Production fees (excluding expenses) for educational agency	610	830
GRAND TOTAL LESS DISCOUNT	6,815	9,345

PAYMENT SCHEDULE:

30% at project acceptance
30% at approval of "Production Draft" Script
20% at approval of Photography
20% at project completion

RIGHTS:

Upon receipt of the last payment, AVC agrees to transfer to the Richmond Unified School District all rights to the master slides and materials used to produce the presentation. AVC requests the right the produce a master VHS copy for portfolio purposes only.

AGREEMENT:

A-V Communications Company (AVC) will be retained by the Richmond Unified School District to produce the above described audiovisual presentation.

PROPOSAL ACCEPTANCE:

CLIENT: _____ AVC: _____

DATE: _____ DATE: _____

1256 Kilcreasa Circle, El Sobrante, CA 94803, (415) 237-4923

ATTACHMENT V-2
AUDIO-VISUAL PRESENTATION -
Production Timetable

GUIDELINES FOR MODEL VISITATION SITE...

AVCommunications Company

TIMETABLE:

The project will take approximately nine weeks to complete provided all scheduled reviews proceed as planned.

Week 1.....	Project acceptance Conference to discuss overall design, review content outline and review background materials
Week 2.....	AVC prepares "First Draft" script
Week 3.....	Client and AVC review script AVC revises script to "Production Draft"
Week 4.....	Client reviews/approves "Production Draft" AVC prepares shot list Client schedules shooting dates and times
Week 5.....	AVC shoots on-location photography
Week 6.....	AVC produces copy slides, titles and studio and technical photography as required AVC produces computer graphic slides and animation sequences as required AVC and Client select narrator
Week 7.....	AVC assembles slide sequences AVC prepares "Revised Production Draft" script Client reviews/approves visual sequences Client and AVC finalize narrative AVC prepares "Recording Draft" script Client reviews/approves "Recording Draft" AVC begins music search
Week 8.....	AVC records and edits narration Client reviews/approves edited narration and music selections AVC produces mixed master soundtrack AVC programs soundtrack for Arion dissolve Client reviews/approves completed presentation
Week 9.....	AVC supervises the videotape mastering AVC converts presentation to single projector format Project completion

1258 Kilgrease Circle, El Sobrante, CA 94803, (415) 237-4923

ATTACHMENT V-3A
CONSENT TO BE PHOTOGRAPHED:
adult

RICHMOND UNIFIED SCHOOL DISTRICT
SPECIAL SERVICES DIVISION
2465 DOLAN WAY
SAN PABLO, CALIFORNIA 94806
TELEPHONE (415) 724-3230

WALTER L. MARKS, PH.D.
SUPERINTENDENT OF SCHOOLS

PENDERY A. CLARK
ASSISTANT SUPERINTENDENT
SPECIAL SERVICES

CONSENT TO BE PHOTOGRAPHED
(adult)

September 10, 1987

Dear Participant:

The Richmond Unified School District, Special Services Division, is in the process of developing a slide-tape-video presentation, tentatively titled "Successful Transition", about the RUSD Work Experience Programs. This presentation will be available to a variety of educational and community organizations in California and in other states.

We are looking forward to your cooperation for the necessary photography sessions. If you consent to be photographed, please sign the release form below and return it to Special Services Division, Richmond Unified School District, immediately. Photographs will be taken during the next two weeks.

Thank you for your cooperation.

Sincerely,

Devi Jameson
RUSD Transition Supervisor
Project Director, Local Visitation Network

Approved_____
Pendery Clark
Assistant Superintendent
Special Services Division

I CONSENT THAT ALL PHOTOGRAPHS TAKEN OF ME _____
(Print your name)
MAY BE USED BY THE RICHMOND UNIFIED SCHOOL DISTRICT (AND OTHERS WITH THE DISTRICT'S APPROVAL) IN A SLIDE-TAPE-VIDEO PRESENTATION OR FOR ANY ILLUSTRATIONS, PROMOTIONS OR PUBLICATIONS RELATED TO THE PRESENTATION.

Signature:_____ Date:_____

ATTACHMENT V-3B
CONSENT TO BE PHOTOGRAPHED: child

RICHMOND UNIFIED SCHOOL DISTRICT
SPECIAL SERVICES DIVISION
2465 DOLAN WAY
SAN PABLO, CALIFORNIA 94806
TELEPHONE (415) 724-3230

WALTER L. MARKS, PH.D.
SUPERINTENDENT OF SCHOOLS

PENDERY A. CLARK
ASSISTANT SUPERINTENDENT
SPECIAL SERVICES

CONSENT TO BE PHOTOGRAPHED
(Minor)

September 10, 1987

Dear Participant:

The Richmond Unified School District, Special Services Division, is in the process of developing a slide-tape-video presentation, tentatively titled "Successful Transition", about the RUSD Work Experience Programs. This presentation will be available to a variety of educational and community organizations in California and in other states.

We would like your child to be photographed for this slide-tape-video presentation. If you consent, please sign the necessary permission slip and return it immediately to your child's teacher. Returning the permission below does not guarantee that your child's photograph will be included in this presentation.

Thank you for your cooperation.

Sincerely,

Devi Jameson
RUSD Transition Supervisor
Project Director, Local Visitation Network

Approved _____
Pendery Clark
Assistant Superintendent
Special Services Division

I CONSENT THAT ALL PHOTOGRAPHS TAKEN OF MY CHILD _____
(Print name)
MAY BE USED BY THE RICHMOND UNIFIED SCHOOL DISTRICT (AND OTHERS WITH THE DISTRICT'S APPROVAL) IN A SLIDE-TAPE-VIDEO PRESENTATION OR FOR ANY ILLUSTRATIONS, PROMOTIONS OR PUBLICATIONS RELATED TO THE PRESENTATION.

_____ _____ _____
Parent/Guardian Signature Student/Child Signature Date

ATTACHMENT V-4
AUDIO-VISUAL PRESENTATION -
Shooting Schedule

RICHMOND UNIFIED SCHOOL DISTRICT
SPECIAL SERVICES DIVISION
2465 DOLAN WAY
SAN PABLO, CALIFORNIA 94806
TELEPHONE (415) 724-3230

WALTER L. MARKS, PH.D.
SUPERINTENDENT OF SCHOOLS

PENDERY A. CLARK
ASSISTANT SUPERINTENDENT
SPECIAL SERVICES

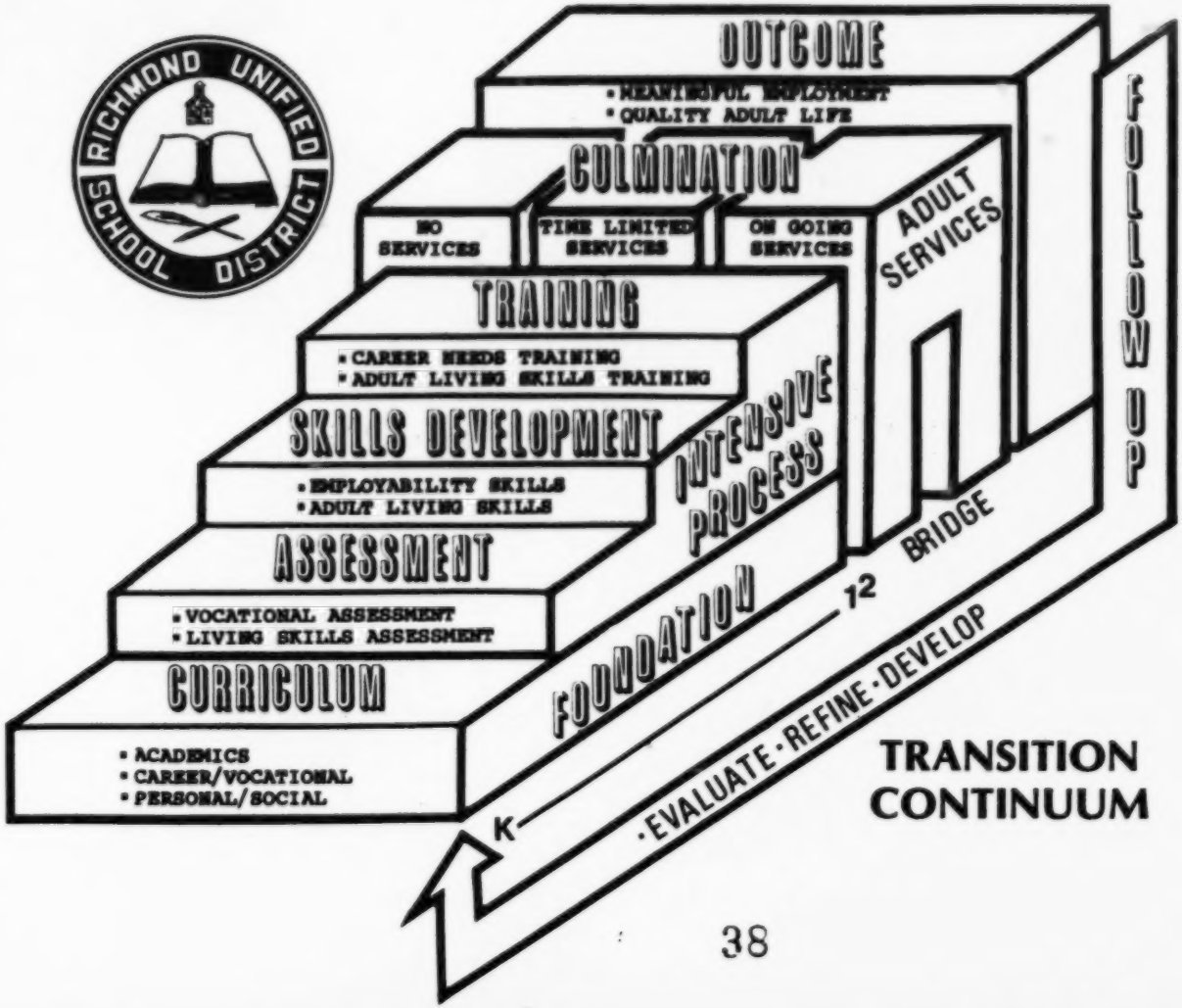
SHOOTING SCHEDULE
FOR A-V PRESENTATION
"SUCCESSFUL TRANSITION"

DATE	TIME	LOCATION	SHOT #	PERSONS
MON 7/20	8:00	Collins School Room 12	4,5,6	Mrs. Brown's classroom
	9:15	Collins School Room 34	14,16	Mr. Garrett's classroom
	10:15	Collins School main office	34	Stage student on telephone
	11:00	Travel to Richmond High		
	11:30	Richmond High Cafeteria	22	Three students cashier/server
	12:00	lunch		
	12:30	Room 45 Auto Shop	24	Two students in auto shop
	1:00	Conference Room	40	Mrs. Jameson, student, parent, counselor, private agency rep, evaluator
	1:45	Room 104 CDC/ROP Graphics class	35,36,40	Eight students available plus two teachers and BOT inst
	3:30	Safeway Store 13245 San Pablo Ave.	8,45,56	Student: Mike Jones Manager: Mr. Parks

STEP VI: DEVELOP A BOOKLET DESCRIBING THE LOCAL VISITATION NETWORK'S PROGRAMS

The booklet should provide a brief overview of the Transition Continuum as it is implemented within your District. It should include a description of the various programs, how they work together, and highlight the exemplary programs/sites in the visitation network.

See attachment VI-1.


RICHMOND UNIFIED SCHOOL DISTRICT
OUTCOME
• MEANINGFUL EMPLOYMENT
• QUALITY ADULT LIFE
CULMINATION
NO SERVICES
TIME LIMITED SERVICES
ON GOING SERVICES
ADULT SERVICES
TRAINING
• CAREER NEEDS TRAINING
• ADULT LIVING SKILLS TRAINING
SKILLS DEVELOPMENT
• EMPLOYABILITY SKILLS
• ADULT LIVING SKILLS
ASSESSMENT
• VOCATIONAL ASSESSMENT
• LIVING SKILLS ASSESSMENT
CURRICULUM
• ACADEMICS
• CAREER/VOCATIONAL
• PERSONAL/SOCIAL
INTENSIVE PROCESS
FOUNDATION
K
12
BRIDGE
FOLLOW UP
• EVALUATE • REFINE • DEVELOP
TRANSITION CONTINUUM

Richmond Unified School District
Special Services Division
Transition Continuum

Academics
Art
Computer Education
Health and Safety
Language
Mathematics
Reading and English
Music
Physical Education
Science
Social Science
Business Education
Consumer Home Economics
Foreign Language Industrial Technology

Career/Vocational
Job Exploration
Job Choices
Appropriate Work Attitudes and Behaviors
Physical - Manual - Sedentary
Obtaining One or More Specific Occupational Skills
Seeking, Securing and Maintaining Employment

Personal/Social
Self Awareness
Self Confidence
Decision Making
Problem Solving
Appropriate Behaviors
Independent Living
Effective Communication
Mobility
Management of Finances
Interpersonal Skills
Use of Leisure Time
Engaging in Civic Activities

CURRICULUM

Vocational
General Ability/Intelligence
Special Aptitude
Vocational
Academic Achievement
Language
Adaptive Behaviors
Career Interest
Dexterity
Job Interview
Job Exploration
Work Samples
Program Visitation
Vocational Component IEP

Living
Grooming
Emergency Procedures
Money Handling
Telephone
Sign Recognition
Name Recognition
Number Naming and Writing
Color Naming
Time Telling
Street Crossing
Community Exposure
Social Behaviors
Individual Transition Plan

ASSESSMENT

Employability Skills
Proficiency in Math, English Language Skills
Ability to Apply Academic Skills to Employment Situations
Work Maturity in Attitudes and Habits
Interpersonal, Communication, Problem Solving, and Decision Making Skills
Knowledge about Careers, Career-planning, Job Seeking Techniques
Ability to Adapt to Change
Ability to Maintain a Job

Adult Living Skills
Individual Critical Skills Model (S.H.)
- Domestic Domain
- Vocational Domain
- Recreational/Leisure Domain
- General Community Domain
- Interaction with Non-handicapped Domain

Independent Living Skills Program (Non-S.H.)
- Self Help and Management of Personal Needs
- Domestic Skills
- Personal Finances
- Independent Travel
- Community Awareness
- Family Life Education
- Health and Safety Awareness
- Leisure Time Skills
- Self Awareness
- Interpersonal and Communication Skills
- Independent Problem Solving Skills
- Appropriate Social Behaviors

SKILLS DEVELOPMENT

Auto Body Repair	Horticulture/Nursery Occupations
Auto Specialization	Industrial Drafting
Banking Occupations	Industrial Electronics
Building Maintenance	Industrial Maintenance Mechanic
Child Care	Legal/Medical Secretary
Computer Programming Tutors	Nurse Assistant
Entrepreneurship	Process Plant Operator
General Merchandising	Restaurant Occupations
General Office Skills	Word Processing

Housekeeper
Kitchen Worker
Stock Clerk
Laundry Worker
Shop Assistant
Gardener
Teacher Aide
Courtesy Clerk
Dishwasher
Tire Installer
Veterinary Assistant
Mechanic
Laboratory Assistant
Station Attendant
Inserter
Custodian
Gift Wrapper
Telephone Operator
Fitting Room Attendant
Child Care Helper
Cook
Utility Worker
Busboy
Cashier
Pizza Maker
Nursery Assistant

Training Programs for Adult Living Needs

College Transition Classrooms
- College classes
- Work-study programs
- Community work-site training
- Integration into campus life
- Social and leisure-time activities

Community Based Transition Classrooms
- On-the-job site all day
- Supported employment
- On-site training
- Enclaves
- Community living and integration

Domestic Site Transition Classrooms
- Domestic skills
- Community living skills
- Community integration

Vocational Center Community Transition Classrooms
- Behavioral management component
- Counseling
- Applied academics
- Vocational training
- Community site training
- Work experience
- Normalization and reintegration into regular high school

CULMINATION

Meaningful Employment and Quality Adult Life

- Part/full time meaningful work
- With/without support
- Job integration
- Independent living
- Community integration
- Home management
- Mobility
- Leisure and recreational activities
- Health, safety and personal maintenance
- On-going personal development
- Family life

OUTCOME

The RUSD is part of the statewide WorkAbility 2-year follow-up study, conducted by the State Department of Education of graduated students who were enrolled in WorkAbility since 1984.

The RUSD is presently conducting a study to provide documentation over a 3-year period, of the influence of vocational evaluation on the subsequent career progress of special education students.

The RUSD is presently conducting a study to provide documentation over a 3-year period, of the influence of supported employment on the subsequent retention of special education students on jobs.

These studies and others to come, help to evaluate, refine and develop increasingly effective programs resulting in high rates of succesful transition.

FOLLOW UP

For further information contact:

Mrs. Devi Jameson, Vocational Coordinator
Richmond Unified School District
Career Vocational Department
Special Services Division
2465 Dolan Way
San Pablo, CA 94806
Telephone: (415) 741-2835

ATTACHMENT VI-1
BOOKLET DESCRIBING THE
LOCAL VISITATION NETWORK

RICHMOND UNIFIED SCHOOL DISTRICT
SPECIAL SERVICES DIVISION

Walter L. Marks, Ph.D.
SUPERINTENDENT OF SCHOOLS

2465 Dolan Way
San Pablo, California 94806
Telephone 741-3230

Pendery A. Clark
ASSISTANT SUPERINTENDENT

STEP VII: DEVELOP INFORMATION PACKET

Develop for dissemination an information packet containing detailed descriptions of each visitation site within the network. The Operator and/or Administrator of each site should be involved in developing the descriptive information about their program/site.

Each description should contain the following information:

A. How the program developed from initial conception to implementation;

B. Brief description of services;

C. Nature of population served;

D. Outcomes;

E. Funding sources; and

F. Issues or problems encountered

See Attachment VII-1 for an overview of the contents of the packet.

ATTACHMENT VII-1
INFORMATION PACKET CONTENTS

RICHMOND UNIFIED SCHOOL DISTRICT
SPECIAL SERVICES DIVISION
2465 DOLAN WAY
SAN PABLO, CALIFORNIA 94806
TELEPHONE (415) 724-3230

WALTER L. MARKS, PH.D.
SUPERINTENDENT OF SCHOOLS

PENDERY A. CLARK
ASSISTANT SUPERINTENDENT
SPECIAL SERVICES

NETWORK OF VISITATION SITES
DEMONSTRATING SUCCESSFUL COLLABORATIVE TRANSITION

RUSD TRANSITION CONTINUUM
(September, 1987)
INFORMATION PACKET CONTENTS

CURRICULUM
- The Vocational Services Model: A Guide for Professionals
- Collins School's Special Education Vocational Program

ASSESSMENT
- Vocational Evaluation Program handout
- Living Skills Assessment handout

SKILLS DEVELOPMENT
- Personal Wallet Card
- Basic Occupational Training - Course of Study and Activities
- Personal/Social Skills handout
- Vocational Skills Area handout
- Sample Resume and Resume Form

TRAINING
- Community Training Program Description
- Training Skills Fading
- Career Development Center / Regional Occupational Program 1987-88 Program
- Workability In Gear Brochure
- Employer Training Program
- Job Training Partnership Act - On the Job Training Program
- Training for Adult Living Needs

CULMINATION
- Resource Agencies' Handout
- Transition Plan

OUTCOME
- Employment Retention Program Brochure
- Tri-Selpas Job Project Brochure
- Job Placement Handout
- Retention/Follow-Along Handout
- Regular Employment

FOLLOW-UP
- Vocational Assessment Follow-up Study
- Workability Follow-up Report

STEP VIII: **ORGANIZE RELEASE OF PROGRAM/SITE PERSONNEL FOR VISITATION ACTIVITIES**

A. Review "Suggested Methods of Release of Site Personnel".

See Attachment VIII-1.

B. Survey each program/site to determine the best method of releasing personnel for their program.

See Attachment VIII-2.

C. Send each program/site administrator a copy of "Points For A Site Administrator to Remember When Hosting Visitors".

See Attachment VIII-3.

ATTACHMENT VIII-1
RELEASE OF SITE PERSONNEL -
suggested methods

NETWORK OF VISITATION SITES
DEMONSTRATING SUCCESSFUL COLLABORATIVE TRANSITION

SUGGESTED METHODS OF RELEASE OF SITE PERSONNEL

The following are suggested methods for release of site personnel.

NO COST METHOD

- Schedule observation session just prior to, or soon after a conference or break period. If scheduled just prior to conference or break, visitors can observe then confer with direct service personnel during the break period. Alternately the visitor can confer with personnel and then observe.

- If planned well, direct service personnel can arrange to have assistants or co-workers take over program in order to accommodate visitors.

- Use trained volunteers within the system to conduct tours.

- When appropriate, train clients/students to give tour and explain program.

COST METHOD

- Hire substitute personnel to take over program for half the day, or for a designated period of time. (Cost of individuals paid hourly.)

- Pay personnel additional time after scheduled working hours or during lunch to engage in visitation activities (interviews, etc.).

ATTACHMENT VIII-2
LETTER TO SITE REGARDING
VISITATION SCHEDULE

RICHMOND UNIFIED SCHOOL DISTRICT
SPECIAL SERVICES DIVISION
2465 DOLAN WAY
SAN PABLO, CALIFORNIA 94806
TELEPHONE (415) 724-3230

WALTER L. MARKS, PH.D.
SUPERINTENDENT OF SCHOOLS

PENDERY A. CLARK
ASSISTANT SUPERINTENDENT
SPECIAL SERVICES

NETWORK OF VISITATION SITES
DEMONSTRATING SUCCESSFUL COLLABORATIVE TRANSITION

September 3, 1987

Name
Agency/program name
Address
City, State, Zip

Dear _____:

We are in the process of developing a visitation schedule for each program/site in the network. Please discuss with your staff the best method for accommodating visitors at your site.

Your recommendations for the visitation format at your site should include release time for project personnel to conduct tours and discuss the program with visitors. Both direct service personnel and the administrator should be available for interviews.

Enclosed is a sheet with suggestions for methods of releasing personnel for these activities. Also enclosed is a list of points for the site administrator to remember.

We need to know the following:

Names and phone numbers of personnel who will be assisting in the visitation.

For each person listed, specify best time of day for visitation activities.

Please respond in writing by September 15, 1987. If you have any questions or if I can be of any assistance, please call me at 724-5940.

Sincerely,

Devi Jameson
RUSD Transition Supervisor
Project Director, Local Visitation Network

DJ:br
Encl: (1)

ATTACHMENT VIII-3
POINTS FOR A SITE
ADMINISTRATOR TO REMEMBER

NETWORK OF VISITATION SITES
DEMONSTRATING SUCCESSFUL COLLABORATIVE TRANSITION

Points for a Site Administrator to Remember

When Hosting Visitors

- Set up visitation dates/times suitable for your site.
- Assign certain days/times of week for visitation and do not vary.
- Organize in advance your staff to be available with the least amount of program disruption.
- Send memos to your staff informing them of the pending visitation.
- Remind them again on the visitation day.
- Arrange your schedule, or that of the person responsible for the tour, to accommodate the visit without interruptions or other conflicts.
- Review the visitors' responses to the pre-visitation questionnaire (supplied by Network Coordinator) to determine ahead of time the nature of the tour and the topic/s of interest.
- Stay on task. Stick to the schedule.
- Do not digress from the topic of interest. Make sure the information you are providing is the information the visitor is seeking to gather. Be cautious not to dwell on topics that are of particular interest to you.
- Prepare the packets of handouts ahead of time.
- Allow plenty of time for questions and answers.
- Keep a record on file of all visitors.
- Add the names of these visitors to your mailing list.
- Keep a file on all those to whom you have mailed information about your program.

STEP IX: VISITATION SCREENING, PLANNING AND RECORD KEEPING

A. Maintain a "Screening Log" of all phone calls and requests for visitation. See Attachment IX-1.

B. Send the potential visitors a pre-visitation packet including:

1. a cover letter;
2. a copy of State guidelines and requirements for partial reimbursement of visitation expenses - See Attachment IX-2;
3. a pre-visitation questionnaire - see Attachment IX-3.

C. Review returned questionnaire:

1. Determine if potential visitors comply with state guidelines and requirements.

2. Determine nature of visit and site(s) appropriate for visitation.

D. Prepare visitation schedule for visitors. Schedule site visits with appropriate site administrators or designated persons. Send each site administrator or designated person a copy of the visitation schedule. See Attachment IX-4.

E. Send visitors a visitation confirmation packet including:

1. a confirming cover letter;
2. a copy of their visitation schedule - see Attachment IX-4;
3. a copy of "Points for a Visitor to Remember" - see Attachment IX-5.

F. If visitors have not confirmed their visitation within a week before the scheduled visit, call the visitor to confirm the visitation schedule.

G. At the end of the visitation day, have the visitors complete:
1. the Post-Visitation Questionnaire - see Attachment IX-6;
2. the Post-Visitation Plan of Action - see Attachment IX-7.
If possible, make a photocopy of the responses for the visitors to take back with them.

I. Review the follow-up process with the visitors and set a date for the 3 month follow-up. See details in Step X.

ATTACHMENT IX-1
VISITOR SCREENING LOG

NETWORK OF VISITATION SITES
DEMONSTRATING SUCCESSFUL COLLABORATIVE TRANSITION

Visitor Screening Log

DATE	CALLER INFORMATION	COMMENTS/ACTIONS (BY WHOM)
9/2/87	NAME SCHOOL OR AGENCY NAME ADDRESS CITY, STATE, ZIP PHONE NUMBER	Interested in training programs. Wants to see video. Sent copy of video, booklet, and pre-visitation questionnaire on 9-3-87. (Betty Hales)

ATTACHMENT IX-2
GUIDELINES FOR PARTIAL
REIMBURSEMENTS

Education Transition Center
Field Services / Workability I and II
[redacted]

MODEL VISITATION SITES FOR
DEMONSTRATION OF COLLABORATIVE TRANSITION

Guidelines for Partial Reimbursement of Visitation Expenses

The plan for visitation should employ a "Memo Of Understanding" from the Education Transition Center to the demonstration site. The demonstration site will reimburse visitors. Thus no direct reimbursement of visitors will be handled by the Education Transition Center.

Requirements for reimbursement of 50% of visitation costs as follows:

1. The visiting agency must send at least two persons:
   - a project administrator and
   - a project implementor.

2. The visiting agency must make a commitment to improve, enhance and implement changes in their program.

3. The visiting agency must agree to the follow-up process detailed in Step 6.

ATTACHMENT IX-3
PRE-VISITATION QUESTIONNAIRE

NETWORK OF VISITATION SITES
DEMONSTRATING SUCCESSFUL COLLABORATIVE TRANSITION

Pre-Visitation Questionnaire

Agency/Organization/Business: _____

Address: _____
Street City State Zip

Date: _____ Telephone No. _____

Please list names of persons who wish to visit:

Name: _____ Position: _____ No. Yrs: _____

Name: _____ Position: _____ No. Yrs: _____

PART I:

Purpose of visit: To learn about:

___ New Programs
___ Program Development
___ Program Administration
___ Transitioning Practices
___ Programs in Action
___ Program Improvement
___ Program Evaluation
___ Program Funding
___ Other, Please state: _____

Method most preferred: Please rank 1, 2, 3, 4.

___ Site Visitations
___ Interviews with key individuals
___ Telephone Interview
___ Literature

Host of intended visit: _____

Day(s) of week preferred:

___ Mon. ___ Tues. ___ Wed.
___ Thurs. ___ Fri. ___ no preference

If visiting for more than one day, do you need assistance in finding overnight accommodations: ___ yes ___ no

If visiting for half-day only, time of day preferred:

___ A.M. between 8 A.M. and 12 Noon
___ P.M. between 12 Noon and 4 P.M.

Check the Sites you are interested in visiting:

___ List Sites in Network:

___ _____ ___
___ _____ ___
___ _____ ___
___ _____ ___
___ _____ ___

Where did you hear about our programs? _____

_____

ATTACHMENT IX-3 (continued)
PRE-VISITATION
QUESTIONNAIRE

NETWORK OF VISITATION SITES
DEMONSTRATING SUCCESSFUL COLLABORATIVE TRANSITION

Pre-Visitation Questionnaire

Agency/Organization/Business: _____

PART II:

A. Briefly tell us about the nature of your program and how it evolved.

_____

_____

_____

_____

_____

_____

_____

_____

B. What specific program needs do you have? _____

_____

_____

C. What changes or enhancements would you like to see in your program?

_____

_____

D. What are your timelines for implementing changes? _____

_____

_____

E. Is funding available for program development or change? _____

F. Do you need help finding sources of funding? _____

G. What type of technical assistance for follow-up will you require?

_____

_____

NAME OF PERSON COMPLETING THIS FORM _____

TELEPHONE NUMBER: _____

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ATTACHMENT IX-4
VISITATION SCHEDULE

NETWORK OF VISITATION SITES
DEMONSTRATING SUCCESSFUL COLLABORATIVE TRANSITION

VISITATION SCHEDULE

Name: _____ Position: _____ No. Yrs: _____

Name: _____ Position: _____ No. Yrs: _____

Agency/Organization: _____ Telephone No. _____

Address: _____
Street City State Zip

Date(s) of Visitation: _____

Schedule day 1:

8:30 - 9:00	Slide-tape presentation (overview of programs) Discussion/review of day's plan
9:15 - 11:30	Site Visitations and Consultations
	(name of site & contact person) _____
	(name of site & contact person) _____
11:45 - 12:45	Lunch - R.O.P. (Food Service Program)
1:00 - 3:30	Site Visitations and Consultations
	(name of site & contact person) _____
	(name of site & contact person) _____
3:30 - 4:30	Wrap-up, questions and answers, evaluation

Schedule day 2:

8:30 - 11:30	Site Visitations and Consultations
	(name of site & contact person) _____
	(name of site & contact person) _____
11:45 - 12:45	Lunch - Garden Cafe/Rubicon (Vocational Services for Disabled)
1:00 - 3:00	Consultation
3:00 - 4:30	Wrap-up, evaluation and post-visitation questionnaire

ATTACHMENT IX-5
POINTS FOR A VISITOR TO REMEMBER

NETWORK OF VISITATION SITES
DEMONSTRATING SUCCESSFUL COLLABORATIVE TRANSITION

Points for a Visitor to Remember

- Re-confirm your visit the day before arrival.
- Prepare ahead of time a set of questions to ask.
- Take a tape recorder or writing pad with you for the visit. Record on tape or in writing as much information as possible. (Upon return to your own site, it is difficult to recall details of responses.)
- Write down names, telephone numbers and positions of key individuals on the site, in case you need to ask for more information.
- Upon arrival and after introductions, restate your purpose in visiting, your time schedule and clarify the schedule of your host.
- Listen attentively and keep to the point in all discussions. If the conversation should digress, return politely to the topic that is relevant to your situation.
- Be brief when talking about your program.
- Request handouts and descriptions of programs.
- Ask to be put on a mailing list, if there is one.
- Always send a follow-up thank you letter.

ATTACHMENT IX-6
POST-VISITATION QUESTIONNAIRE

NETWORK OF VISITATION SITES
DEMONSTRATING SUCCESSFUL COLLABORATIVE TRANSITION

Post-visitation Questionnaire

Name: _____ Position: _____ Date: _____

Agency/Organization: _____ Telephone No. _____

Address: _____
Street City State Zip

What was the purpose of your visit? _____

_____

Did the visit meet your needs? _____

Please comment about the sites you visited and/or persons your interviewed based on your acquisition of new information and ideas.

Site/Person visited	Comments
1. _____	_____
	_____
2. _____	_____
	_____
3. _____	_____
	_____
4. _____	_____
	_____
5. _____	_____
	_____
6. _____	_____
	_____

Do you consider the money, time and effort well spent? _____

Do you have any other comments or suggestions to make? _____

_____

_____

ATTACHMENT IX-7
POST-VISITATION PLAN OF ACTION

NETWORK OF VISITATION SITES
DEMONSTRATING SUCCESSFUL COLLABORATIVE TRANSITION

Post-Visitation Plan of Action

How do you intend to implement changes or enhancements in your program(s)? If you plan to explore replication of programs or program components from the sites you visited, please indicate which ones.

Please list the types of technical assistance you will need (for example: telephone contact, curricular development, employer networking).

STEP X: FOLLOW-UP PROCESS

A. 3 month follow-up:

1. Visitor sends written report, "Plan of Action-Progress Report", to Project Director of the Local Network.

   See Attachment X-1.

2. After reviewing the "Plan of Action" the Project Director of the Local Network calls the Administrator or person who prepared the report to discuss the plan.

B. 6 month follow-up:

1. Visitor sends an updated "Plan of Action-Progress Report" and the completed "Program Validation Form" to the Project Director of the Local Network.

   See Attachments X-1 and X-2.

2. After reviewing the "Progress Report" and "Program Validation Form", the Project Director of the Local Network calls the Administrator or person who prepared the report to discuss the reports.

C. 12 month follow-up:

1. Visitor updates the "Plan of Action - Progress Report" and "Program Validation Form".

   See Attachments X-1 and X-2.

2. Project Director of the Local Network visits the site and reviews program in operations and the written reports.

ATTACHMENT X-1
VISITORS' PLAN OF ACTION -
PROGRESS REPORT

NETWORK OF VISITATION SITES DEMONSTRATING SUCCESSFUL COLLABORATIVE TRANSITION

Visitors Plan of Action - Progress Report

Name: _____ Position: _____ Telephone No. _____

Agency/Organization/Business: _____ Date: _____

Address: _____
Street City State Zip

PROGRAM DESCRIPTION	PROGRAM DEVELOPMENT OR MODIFICATIONS	STAFF RESPONSIBLE	ESTIMATED TIME FRAME	NEEDED ASSISTANCE	ESTIMATED COST OF ASSISTANCE	COMMENTS

ATTACHMENT X-1 (continued)
VISITORS' PLAN OF ACTION -
PROGRESS REPORT

Agency/Organization/Business: _____ Date: _____ Page _____

PROGRAM DESCRIPTION	PROGRAM DEVELOPMENT OR MODIFICATIONS	STAFF RESPONSIBLE	ESTIMATED TIME FRAME	NEEDED ASSISTANCE	ESTIMATED COST OF ASSISTANCE	COMMENTS

ATTACHMENT X-2
VISITORS' BI-YEARLY
PROGRESS REPORT

NETWORK OF VISITATION SITES
DEMONSTRATING SUCCESSFUL COLLABORATIVE TRANSITION

Visitors Bi-yearly Progress Report:
PROGRAM VALIDATION FORM

Name: _____ Position: _____

Agency/Organization/Business: _____

Please indicate if you have collected data on your program in the following areas.

DATA/INFORMATION	AVAILABLE YES	NO	COMMENTS Include data where applicable:
A. Information on Students/Clients:			
Number referred for services	___	___	_____
Intake/referral information	___	___	_____
Number receiving direct services	___	___	_____
Student/Client demographics	___	___	_____
Educational background	___	___	_____
Work experience background	___	___	_____
Assessment results	___	___	_____
Progress in training program	___	___	_____
Progress in educational program	___	___	_____
Attendance information	___	___	_____
Integration into environment	___	___	_____
Follow-up status	___	___	_____
Employment status	___	___	_____
Outcome status	___	___	_____
Other student/client information	___	___	_____
B. Information on Employers:			
Characteristics/demographics	___	___	_____
Collaboration level	___	___	_____
Level of direct service to employer	___	___	_____
Employer satisfaction with student	___	___	_____
Employer outcome status	___	___	_____
Other employers data/information	___	___	_____
C. Information on Program:			
Characteristics/demographics	___	___	_____
Implementation level	___	___	_____
Replication process	___	___	_____
Descriptive materials developed:			
Brochure or handbook	___	___	_____
Testing Instruments	___	___	_____
Newsletter	___	___	_____
Training manual	___	___	_____
Audiovisual presentation	___	___	_____
Curricula	___	___	_____